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ABSTRACT

In 1989, Salem Community College (SCC) developed a Business Training Center (BTC) to enhance and/or develop significant partnerships with high schools and business and industry. Through the Center, SCC implemented programs of study and shared services and/or externships with the DuPont Company and three local high schools. The partnership with DuPont resulted in a joint secretarial externship program, which combined a year of college study with on-the-job training at the firm. Through SCC's agreements with the high schools, students visit BTC's computer laboratory several times a semester; others attend a BTC summer course in word processing for college-bound students; and high school faculty and BTC staff are working to develop a telecommunications link between the high school and college. During the spring semester, and first and second summer sessions, 134 students and six employer groups were served in some way by the BTC, and 85% of the enrolled students satisfactorily completed all course objectives. Further evidence of the success of the project will be gathered through student and employer surveys. The bulk of the document consists of appendixes providing additional detail; they include a module use evaluation, publicity materials, a participant survey analysis, a course outline, and a list of BTC resources. (JMC)

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# ESTABLISHMENT OF A BUSINESS TRAINING CENTER AND DEVELOPMENT OF PARTNERSHIPS WITH LOCAL HIGH SCHOOLS AND BUSINESSES

Final Report

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Project Director

August, 1989

JC 890506

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## Executive Summary

Recognizing the college's potential contribution to the training and retraining of local residents, and the educational and civic importance of forming partnerships with employers, Salem Community College has developed significant partnerships with high schools and business and industry. The development of these partnerships was enhanced by the generous support of the Sears-Roebuck Foundation through the AACJC/AACT Keep America Working Grant, a Carl D. Perkins Title II Adult Vocational Education Grant and the Salem Community College Board of Trustees in the establishment of the Salem Community College Business Training Center.

The Business Training Center Advisory Committee members are leaders of business and industry in the county and represent both large and small employers. They are to be commended for the time and expertise they expended validating learning activities for students, promoting the Business Training Center, employing students who participated in Business Training Center critical skills training, and working with the Business Training Center staff to develop customized training programs for their organizations. It is difficult to put a monetary figure on this valuable in-kind contribution.

During the Spring, 1989 semester and the Summer I and II, 1989 sessions, 134 students were served by the Business Training Center, and six employer groups received training. The returns on the investment are many. Students possess critical skills necessary to enter the local and regional labor market and function as better educated consumers. We have enhanced our working relationships with high schools and business and industry.

Salem Community College is committed to institutionalizing the Business Training Center. Prime space has been dedicated in the Business and Technology Building to its continuation. So successful was this project, that the college once again received funding through the Carl D. Perkins Title II Adult Vocational Education Fund for its expansion into customized and contracted job training, workplace literacy, and first level supervisory and managerial skills. This funding for the continuation and expansion of the Business Training Center amounts to $113,419.

## Introduction

Salem Community College developed an accelerated open entry/open exit office skills center to train potential office workers to fill pressing needs in local and regional business and industry. This project was funded by a Perkins grant, a Sears-Roebuck Foundation grant through the American Association of Community and Junior College Keep America Working Project, and Salem Community College. The project, The Business Training Center, had the whole-hearted support and commitment of the college and the advisory committee representing the local and regional labor market. So successful was this project that the college had dedicated prime space in the Science and Technology Building to its expansion.

The Business Training Center Evaluation Committee was pleased to note the participation of local area high school teachers in the development and field testing of modules for use in the Business Training Center. A positive outgrowth of this project was the formation of partnerships with several area high schools and the possibilities of advanced placement at the community college for high school students completing the competency-based modules for the Office Procedures course and the Office Practice course while still in high school.

While difficult to measure, it was the opinion of the Business Training Center instructional staff and many of the students that this alternative delivery system to instruction helped many students develop a higher level of interpersonal communications skills. Meeting one-on-one for each module required students to communicate more often with their instructors.

Through the renewed commitment of Salem Community College to serve the needs of the residents of the county and the generous support of the Sears-Roebuck Foundation through the AACJC/AACT Keep America Working Grant, a Perkins Title II Adult Vocational Education Grant and the Salem Community College Board of Trustees, the college has forged partnerships with local and regional business and industry for clerical, secretarial, business, technical, industrial and management training.

## Summary of Activities

A summary of activities carried out to implement project objectives includes:

Preparation of instructional materials. The Business Training Center staff, three educational consultants, and six local high school teachers were involved in the preparation of instructional learning packages (modules) related to over sixty competencies identified as performed by clerical and secretarial workers. To date over forty competencies have been packaged as individual learning modules. In addition, various computer software packages (as well as video and audio tapes) have been integrated into the modules to enhance the learning experiences. Students enrolled in the Business Training Center courses field tested these modules. The results of a formative survey on module use is attached as Appendix A.

Pre- and post-testing. Each module offered through the Business Training Center provides a process for students to test-out. Students are given the option of testing out of a particular competency if the student has documented work experience in the particular competency or has had previous successful instruction in the particular competency. Salem Community College has in place, and is offering through the Business Training Center, challenge examinations in the skills subjects of typing, shorthand, and word processing.

Software applications. Through the combined efforts of the Computer Literacy Institute at Salem Community College and the Business Training Center, introductory courses have been offered in WordPerfect and Lotus 1-2-3. Because of student demand, the Business Training Center will be offering advanced applications of popular software packages in the fall, 1989 semester.

Advisory committee. An advisory committee, consisting of representatives of local and regional businesses, and Salem Community College faculty and staff, was assembled and invited to an orientation meeting on December 13, 1988. In addition to an overview of the Business Training Center concept, the participants were asked to validate clerical and secretarial competencies. Minutes of this meeting are attached as Appendix B.

The advisory committee participated in an Open House of the Business Training Center. Several committee members requested additional information regarding customized job training.

Purchase and installation of equipment. Eight IBM PS/2 Model 30 computers were purchased and installed in December, 1988. In addition, 1 Hewlett-Packard Laser Printer and two Panasonic Compact VCR Monitor Players are in operation. These purchases were made possible through the Perkins grant.

Inservice training sessions. During the fall, 1988 semester two Office Specialties faculty members and project participants attended inservice training sessions three times a week in preparation for the opening of the Business Training Center. During these weekly sessions competencies were identified, modules were drafted, design of the Business Training Center was discussed, and support materials were identified for review.

Module Writing Workshop. During the spring, 1989 semester, six high school teachers and four Business Training Center staff attended a Module Writing Workshop. This workshop enabled them to develop module writing skills and produce three modules per participant for field testing in the Business Training Center. College costs for tuition, instruction and module development was provided by the Sears-Roebuck Keep America Working Partnership grant.

Promotion. The Business Training Center has been promoted in the local newspapers, in meetings with Salem Community College staff and faculty and at various local meetings throughout the county. The Salem County Economic Development Office is aware of the Business Training Center and is referring individual and corporate representatives to us. A compendium of press releases, photo captions, and other advertising pieces is attached as Appendix C.

Program evaluation data. Program evaluation data has been collected on a regular basis by the Business Training Center staff. In addition to personal data, records are maintained on retention, instructional barriers, referrals, etc.

Process, progress, product evaluation. Formative evaluation is conducted on a regular and continuing basis in the Business Training Center. The Business Training Center process, one of individualized, personalized, self-scheduled education in critical skills, is evaluated on a daily basis by staff members who assess student skills, receive feedback from students on scheduling, module appropriateness, etc.

Student progress through the competencies is assessed weekly by the Business Training Center staff and appropriate outreach is undertaken when necessary. Product evaluation, the field-testing of the modules, was done on a continual basis as students completed each module. Revisions, if necessary were made at the end of the field test period (Spring, 1989 semester).

## Business/Industry Partnerships

Partnerships with business, industry and governmental agencies have been forged through the Business Training Center.

For the past forty years, the DuPont Company long enjoyed a secretarial externship program with a junior college in the nearby state of Delaware. Many Salem County high school students, upon graduation, took advantage of this opportunity to work half-time for a good salary and attend college half-time with tuition paid by the employer. Through the renewed commitment of the college to serve the needs of the residents of the county, the establishment of the Business Training Center, and the college's participation in business and industry conferences, associations and local organizations, a similar program is now offered by Salem Community College.

The Salem Community College/DuPont Company Secretarial Externship Program is a recent partnership that combines college study with on-the-job training at E.I. DuPont DeNemours and Company to prepare students for secretarial and word processing positions in business and industry. During this one-year program, students attend college classes in shorthand, typing, word processing, English, psychology and business communications for half a day. The other half of the day is spent at a DuPont Company facility where the students receive DuPont-specific training and have opportunities to apply the knowledge and skills they have acquired in the classroom. Students receive a salary for the hours worked at DuPont.

As a result of the expertise in module development made possible through the Sears-Roebuck Partnership grant, the Business Training Center was able to produce and offer a customized three-credit college level course specifically for the DuPont externs. The course, Office Applications, provides a combination of the traditional Office Practice and Office Procedures courses with DuPont-specific task training on site.

## High School Partnerships

In December, 1989, The Business Training Center hosted a reception and orientation to the Business Training Center for county high school business teachers and high school administrators. At the orientation, the Sears-Roebuck Keep America Working Partnership grant was described and teachers were invited to participate in the Sears sponsored module development course. In addition to the positive working relationships established with teachers from all of the county's high schools, several significant partnerships have been developed as a direct result of the Sears-Roebuck Partnership Grant:

St. James High School. St. James High School in Penns Grove, New Jersey has for many years worked closely with the college to provide enrichment and advanced placement courses for talented high school students. The high school, recognizing the need for computer literacy training for its students, approached the Business Training Center to develop a college level course to be offered at the high school for students to learn computer programming and applications. The high school had limited computer resources and was concerned that their equipment (TRS-80s) was outdated. A Business Training Center staff member met with high school teachers and administrators, and developed two college-level courses that are appropriate to the needs of the students and the school and will utilize the existing equipment. Salem Community College donated additional similar equipment to the high school to fully equip the computer laboratory. Students, several times a semester, will benefit from visits to the college's computer facility to have the experience of transferring their files and documents to a DOS operating system using specialized software to effect this transfer. The purchase of this software and the curriculum development activities were funded by the Sears-Roebuck Foundation grant.

Pennsville High School. The Business Training Center was able to develop a computer keyboarding course for high school students who could not take the course because of a schedule conflict at the high school. As a direct result of dialog with administrators and teachers at this high school and a brainstorming session to identify possible partnerships, the Business Training Center also developed and delivered another course entitled Word Processing for the College Bound Student. This course was offered successfully during the Summer I and Summer II, 1989 sessions. This course covered creating, editing and retrieving documents, preparation of reports, footnotes, quoted materials, and the preparation of a bibliography.

Salem City High School. As a direct result of participation in the Module Writing Workshop, a teacher from this high school who wished to establish firmer bonds with the college, presented a proposal to link their high school's business department with the college via modem. With funding for the necessary equipment through the Sears-Roebuck Keep America Working Partnership grant, a Business Training Center staff member is currently working on the development of a communications link partnership with this high school. Once in place, this communications bulletin board will be a model for other high schools as well as business and industry to access the college's bulletin board.

## Business Training Center Programming

Salem Communicy College is pleased to report that 134 students have been served by the Business Training Center during the Spring, 1989 semester and the Summer I and II, 1989 sessions.

The primary objective of the project, to serve 50 students, was more than achieved.

## Operational Objectives

The operational objectives of this project and the achievement of these objectives are presented below:

1. **To develop, deliver, and assess an open entry/open exit program that allows students to begin the program at their appropriate level, progress at their own rate, self-evaluate their learning experiences, meet with an academic facilitator to assess competency, and exit the program having achieved the identified critical skills. Skills will include telephone and personal contact, workload and correspondence management, organizing meetings and conferences, using applications software such as word processing and accounting.**

Salem Community College is pleased to report that the Business Training Center, operationalized in January, 1989 has achieved this objective.

2. **To establish a partnership with at least one neighboring high school for the sharing of this competency-based approach to training and the modules developed through this proposal. Students opting to attend the community college would then be assured entrance at their appropriate level, thus eliminating the duplication of course work and the resulting waste of time. Students opting to seek immediate employment after high school would be assured achievement of entry level skills required by area employers.**

Salem Community College is pleased to report that several partnerships with county high schools have been established as a result of this project. See High School Partnerships for specific partnerships.

In December, 1988, all local high school business teachers, representing seven schools in Salem County, were invited to an orientation meeting to introduce the Business Training Center concept and invite their participation in the development, field-testing and evaluation of modules.

**3. To develop stronger partnerships with area industries and development offices 1) through advisory committee participation in critical task identification and validation as well as formative and summative evaluation, and 2) through job placement activities on behalf of program completers.**

As noted earlier in this report, an advisory committee of representatives of business and industry, college faculty and staff was formed to assist in the development and evaluation of this project. In addition to the orientation meeting, validation of clerical and secretarial competencies, and the open house, the advisory committee has contributed to the enhancement of the Business Training Center in several ways.

Several advisory committee members have consulted with Business Training Center staff on the development of customized job training. The advisory committee member from the DuPont Company requested customized training for the secretarial externs resulting in a three-credit course entitled Office Applications.

Advisory committee members were kept apprised of the activities of the Business Training Center through informal channels such as mailings of press releases and telephone calls.

One formal meeting of the advisory committee is scheduled annually. Advisory committee members with specific areas of expertise are called upon as needed.

Job placement activities as a result of this partnership have been successful also. A group of administrators and the cooperative education coordinator visited the regional Sears store in Prices Corner, Delaware and met with the general manager and personnel specialist. As a result of this meeting, several cooperative education positions were identified and Salem Community College students were made aware of the opportunities available at Sears.

Students in the DuPont Secretarial Externship completed several competencies in the Business Training Center. They also participated in the cooperative education component, thus increasing their job skills.

## Evaluation

The evaluation of the project entitled The Business Training Center focused on five areas. These areas include student competence, program completers, student and employer surveys, summative evaluation by Business Training Center Evaluation Committee, and the planning of a long range follow-up study.

### 1. Student Competence

The evaluation objective related to student competence was:

"Students will exhibit at least 80% mastery of identified competencies in their selected program."

Eighty-five percent of the 134 students enrolled in the various program offerings (112 students) satisfactorily completed all the course competencies.

### 2. Program Completers

#### a - Age, Sex and Race

The college maintains records on age, sex, race and address of each student. The data on students who participated in the Business Training Center during the Spring, 1989 semester and the Summer I and II, 1989 sessions is as follows:

Age: 11 students were under the age of 18; the remaining students were adults.

Sex: 17 males, 117 females

Race: 100 white, 32 black, 2 hispanic

#### b - Employment Status

The employment status of students enrolled in the Business Training Center is as follows:

| | |
|---|---|
| Not employed by choice | 8 |
| Unemployed | 16 |
| Part-time employed | 23 |
| Full-time employed | 50 |
| Information not available | 26 |
| High school students | 11 |

### c - Source of Referral

Initially, the majority of students were referred to the Business Training Center by the Student Services advising staff and the Office Technology faculty. The individualized approach using modules also enabled the college to address the problem of cancelling classes with low enrollments. Students desiring those endangered courses in the Office Technology curriculum were counselled into the required courses in this alternative delivery system. By February, 1989, as a result of advertising and mailings, potential students were calling or dropping by to schedule appointments for pre-testing or to learn more about the Business Training Center. After these advertising efforts which included an Open House, several employer groups inquired about our capability to meet their specific needs and as a result two customized offerings were presented during this period. Salem Community College recruiters shared information about the Business Training Center at area high schools and college fairs.

### d - Reason for Withdrawal/Termination

Nine students withdrew from the Business Training Center offerings during the Spring, 1989 semester. None withdrew from the Summer sessions. Reasons of record include: taking care of an ill parent, incarceration, voluntary admission to a drug rehabilitation program, the need for more structure (class times and days). Ten grades of incomplete were issued. Of these 10 incompletes, 5 were completed by June 15, 1989. Thirteen students received F grades.

## Student and Employer Surveys

The project director collected data from formal and informal student surveys, informal Business Training Center staff surveys and formal and informal employer surveys.

Student Surveys. A formal formative student surveys was conducted during the implementation of the Business Training Center. The student survey was designed to gather information for revision and/or modification of the Business Training Center formats, procedures, instructional materials and/or equipment. The results of the survey is attached as Appendix D.

Business Training Center Staff Surveys. Informal student information was gathered by the Director of the Business Training Center, Office Technology faculty members who were assigned to staff the Business Training Center during specific hours, and the three part-time instructional facilitators assigned to assist the students in the learning process. For the most part, students were satisfied with the format, procedures, instructional materials and/or equipment. There was, however, a need to point out to some students that many of the modules were in field-test form and therefore student input into discrepancies, omissions, and content was necessary. Students were helpful in this instance. Another area of concern to students was the condition of the typewriters transferred from the Office Technology Cluster. This situation was remedied through the purchase of four IBM Series 30 electronic typewriters for the Business Training Center.

Employer Surveys. A formal survey of employers was conducted by the director of the Business Training Center. This survey was conducted prior to the inception of the Business Training Center. The survey was entitled Validation of Tasks Performed by Secretaries attached to this report as Appendix E. The purpose of the survey was to identify those competencies performed by incumbent workers. Both supervisors and their subordinates completed the survey. While it is recognized that this was a limited survey, it should be noted that those completing the survey represented a cross-section of the scope and breadth of area and regional employers.

Informal surveys were conducted in person or by telephone with advisory committee members. The nature of this informal information gathering related to the selection of software packages. DuPont, the largest employer in the region, primarily uses DisplayWrite 4 software while the nationwide trend is toward WordPerfect. Hercules, another large area employer with a representative on the Business Training Center Advisory Committee, requires entry-level clerical and secretarial employees to be proficient in the use of the Displaywriter word processing equipment which has been phased out by the manufacturer in favor of personal computers. Several meetings were held to determine the competencies required in the area of office procedures and practices for the DuPont Secretarial Externship trainees. DuPont representatives eliminated 8 competencies from the task lists and replaced them with 3 DuPont-specific tasks. This necessitated the development of a new Business Training Center offering for this special population only entitled SSC 233, Office Applications.

## Business Training Center Evaluation Committee

The Business Training Center Evaluation Committee for the Business Training Center project included Carolyn Haas, Dean of Academic Affairs; Dr. Kathleen Carter, Project Director; Sheila Bernstein, faculty member from the Office Technology Cluster; Valerie Ginyard, instructional facilitator; and Penny Goode and Michael Nowak, two members of the Advisory Committee. Using information gathered during the implementation of the Business Training Center, the committee evaluated curriculum activities, learning objectives, and learning materials. The committee also evaluated enrollments, including withdrawals and completers, and planned a short-term student survey and a long-term employer survey.

### a - Curriculum Activities

The module development activity, originally assigned to the Office Technology Cluster faculty, was revised of necessity in November, 1988. One of the three faculty members in this cluster went on personal leave for the 1988-1989 academic year and the other two faculty members had the increased burden of class coverage and other duties. In December, it became apparent that the module development activities would not be completed on schedule and early in January, 1989, three consultants, business education teachers knowledgeable in the modular format, were hired to complete 30 modules. These modules were completed in time for start-up on January 22, 1989. The remaining modules were developed by the Business Training Center staff and local high school teachers participating in the Business Training Center through a Sears Partnership Grant, specifically through the Module Writing Workshop. A list of the modules developed through these efforts is attached as Appendix F.

Syllabi for courses such as Typing II and Typing III were modified to permit a competency-based individualized approach. Where possible, software applications and video presentations were incorporated in the learning activities of various modules.

After the spring, 1989 semester, the field-test of the modules was completed and revisions were made.

For the summer I, 1989 session, a new course, Business Communications, was developed, presented and evaluated.

Syllabi for several computer literacy courses were developed during this period. These courses include:

WordPerfect 4.2, Level II
WordPerfect 4.2 to 5.0
DBase III, Level II
Lotus 1-2-3, Level II
Introduction to dBase IV
Introduction to WordPerfect 5.0
WordPerfect 5.0, Level II
Introduction to Desktop Publishing
Intermediate Desktop Publishing
Advanced Desktop Publishing

**b - Learning Objectives**

Learning objectives for each module are two-dimensional. The first level of learning objectives deals with the cognitive domain and requires the student to demonstrate knowledge of the competency. The second level of learning objectives, termed in this project as Terminal Performance Objectives, are based on actual entry-level standards. Students are required to perform the competency according to entry-level criteria and conditions in order to complete the module. Entry-level standards are based on current curriculum guides, task analyses, and input from the Business Training Center Advisory Committee.

**c - Course Learning Materials**

Learning materials for this course include textbooks, workbooks, videotapes, audiotapes, modules, software packages and software application packages. A list of the learning materials acquired through this project is attached as Appendix G.

The Project Director, Office Technology Cluster faculty, and instructional facilitators reviewed all learning materials prior to inclusion in the Business Training Center offerings. Formal meetings were held by this staff to determine the appropriateness of the materials for specific competencies. Several significant outcomes should be noted.

* The Hub of the Wheel videotape series selections addressed the affective domain of learning and skills in human relations. The staff required that students attempting Office Procedures or Office Practice competencies complete, as part of the course, those particular videotapes and written learning materials.

* The development of several Lotus 1-2-3 software applications was replaced by the Southwestern Publishing Co.'s Computerized Bookkeeping software and workbook. The staff agreed that whenever commercially-prepared materials meet the requirements of the competency, that all efforts would be made to use commercially-prepared materials.

* Another significant outcome of the staff consensus approach to learning materials was the use of mastery materials in Typing courses conducted in the Business Training Center. This approach requires a different textbook and workbook; however, the outcomes are the same.

**d - Course/Program Enrollments**

Listed below are the courses, sections and number of students served during the Spring, 1989 semester and Summer I and II, 1989 sessions.

| Course Title | # Sections | # Students |
|---|---|---|
| Typewriting II | 1 | 6 |
| Intro. to Word Processing | 1 | 9 |
| Special Topics in Office | 2 | 14 |
| Advanced Typewriting | 1 | 10 |
| Office Procedures | 1 | 8 |
| Office Practice | 1 | 10 |
| Shorthand III | 1 | 5 |
| Transcription/Terminology | 1 | 2 |
| Intro. to Personal Computers | 1 | 10 |
| Intro. to WordPerfect | 2 | 11 |
| Module Writing Workshop | 1 | 10 |
| Job Search Workshop | 1 | 4 |
| Stress Management Workshop | 1 | 6 |
| Special Application, WP | 1 | 4 |
| Office Systems | 1 | 4 |
| Computer Keyboarding | 1 | 6 |
| Business Communications | 1 | 9 |
| Word Processing for College | 1 | 6 |

**e - Withdrawals and Completers**

Based on data gathered by the Project Director, the Program valuation Committee concluded that the number and nature of the withdrawals was not significant. It was noted by the instructional facilitators that students were more likely to tell them in person or by telephone of their intent and reason to withdraw. Traditionally, instructors find out via institutional notification.

## f - Student and Employer Survey Results

The Business Training Center Evaluation Committee is currently designing a short questionnaire soliciting feedback from students who participated in Business Training Center offerings during the Spring, 1989 semester and Summer I, 1989 session.

The Business Training Center Evaluation Committee plans an employer survey for the summer of 1990.

## Budget Summary

| | |
|---|---|
| Receptions: | |
| Advisory Committee<br>High School Teacher Orientation<br>DuPont Secretarial Externs | 244.74 |
| Tuition and fees for high school teacher participation in Module Writing Workshop | 1,349.00 |
| Business Training Center advertising materials | 400.00 |
| Curriculum development:<br>Word Processing for College Keyboarding<br>Integrated Computer Applications I and II (CS 103 and CS 104) | 1,400.00 |
| Software | 151.58 |
| 2 modems to support bulletin board:<br>(1) Salem Community College<br>(2) Salem City High School | 800.00 |
| Telephone installation for bulletin board modem | 154.68 |
| TOTAL: | $4,500.00 |

Appendix A

SALEM COMMUNITY COLLEGE

Business Training Center

MODULE EVALUATION FORM

Student Name _____

Module Title _____

How long did it take you to complete this module? _____

Were the learning experiences

| | | |
|---|---|---|
| Difficult? | Yes | No |
| Appropriate? | Yes | No |
| Too easy? | Yes | No |

Was enough information provided in the module for you to complete it confidently? Yes No

Which do you prefer?

| | | |
|---|---|---|
| Teacher-directed lectures | Yes | No |
| Modularized form of learning | Yes | No |

Did you need a lot of assistance from the instructor/facilitator to complete this module? Yes No

What percent of your time was actually spent at the college completing this module? _____

Which college facilities did you utilize for the completion of this module? (For example, S-23 equipment, S-21, S-22, library, etc.) _____

Please use the other side of this sheet to provide any additional helpful comments about this module.

BUSINESS TRAINING CENTER FINAL REPORT

MODULE EVALUATION RESULTS

Forty seven students responded to the formative evaluation of module use in the Business Training Center during the month of April, 1989. The following questions and the number of responses are indicated below:

1. How long did it take you to complete this module?

| | |
|---|---|
| 0-30 minutes | 8 |
| 30-60 minutes | 23 |
| 60-90 minutes | 4 |
| over 2 hours | 12 |

Were the learning experiences

| | | | | |
|---|---|---|---|---|
| Difficult? | Yes | 0 | No | 47 |
| Appropriate? | Yes | 45 | No | 2 |
| Too easy? | Yes | 0 | No | 47 |

Was enough information provided in the module for you to complete it confidently?

Yes 37 No 10

Which do you prefer?

| | | | | |
|---|---|---|---|---|
| Teacher-directed lectures | Yes | 12 | No | 25 |
| Modularized form of learning | Yes | 34 | No | 13 |

Did you need a lot of assistance from the instructor/facilitator to complete this module?

Yes 2 No 45

What percent of your time was actually spent at the college completing this module?

| | |
|---|---|
| 0% | 2 |
| 5% | 1 |
| 10% | 15 |
| 15% | 1 |
| 20% | 2 |
| 25% | 2 |
| 30% | 3 |
| 50% | 1 |
| 75% | 1 |
| 100% | 10 |

Which college facilities did you utilize for the completion of the modules? (For example, S-23 equipment, S-21 equipment, S-22 equipment, library, etc.)

| | |
|---|---|
| S-21 | 0 |
| S-22 | 3 |
| S-23 | 39 |

General Comments:

I did approximately three modules each week.

I like the modularized form of learning but feel that the student is required to do more work and spend more hours at the college than if the course was teacher-directed.

We (instructional facilitator and students) discussed at length the subject of self-knowledge, helping me to better understand the reading material. We also went over the learning experiences and discussed what I should have gained from them, and how they relate to myself.

I really liked the computerized payroll and bookkeeping modules.

Business Training Center Advisory Committee Meeting
December 13, 1988

# A G E N D A

**Refreshments**

Welcome and Opening Remarks

Introduction to the Business Training Center Concept

Scheduling and Operation of the Business Training Center

Individualized Instructional Delivery System

Du Pont Secretarial Externship

Validation of Competencies

Business Training Center Outlook

Adjournment

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Mr. Bob Boger
Richmans Ice Cream
P.O. Box 229
Woodstown, NJ 08098

Mr. Stephen Miller
First Home Savings Bank
P.O. Box 189
125 S. Broadway
Pennsville, NJ 08070

Ms. Cindy Rosenberry
Senior Personnel Representative
Employee Relations Dept.
ICI Americas, Inc.
Wilm., DE 19897

Bruce Dovey
B. F. Goodrich
P. O. Box 400
Pedricktown, NJ 08067

Don Abel
Xerxes Fiberglass, Inc.
351 N. Virginia Avenue
Penns Grove, NJ 08069

Michael Vita
Guyon General Piping
Virginia Ave.
Carneys Point, NJ 08069

BUSINESS TRAINING CENTER

Advisory Committee Orientation Meeting

The first meeting of the Business Training Center Advisory Committee was held on December 13, 1988, in the Golfview Building, G-12. The meeting began at 4 p.m.

Present at this meeting: Stephen Miller, Michael Vita, Penny Good, Marianne Myers, Michael Nowak, Dr. Barry, Sandy Jones, Greg Gomez, Sheila Bernstein, Molly McGowan, Janice Hatfield, Melissa Thomas-Brumme, Ed Ferrara and Kathleen Carter.

Dr. Barry opened the meeting by welcoming everyone and giving a brief overview of the Business Training Center and the Sears Partnership Grant.

Dr. Carter gave a presentation on the Business Training Center covering the concept, the delivery system, the evaluation system and the various types of instruction that will be taking place. She also informed the advisory committee of the scheduling and operation of the Business Training Center, the use of instructional facilitators as well as office technology faculty and the procedures students will follow in courses in the Business Training Center.

Molly McGowan explained the individualized instructional delivery system and how students would proceed at their own pace through identified competencies. Students would at all times in the Business Training Center have access to an instructor or facilitator to guide them through the competencies.

Sheila Bernstein explained the newly instituted DuPont Secretarial Externship Program. Students in this program attend Salem half a day and work for DuPont half a day. DuPont pays their tuition. Students will register in the Business Training Center for courses not currently offered in the college's regular spring offering.

Dr. Carter explained the booklets that were contained in the packet of information distributed to the participants. In order to provide the most up-top-date instruction, it is important to have input from incumbent workers and supervisors so that the college would know that what they were teaching was relevant. Dr. Carter instructed the advisory committee members to complete one form and have an incumbent worker complete the other. Members were advised to return the completed forms in the envelope provided in the folder for that purpose.

Dr. Carter referred the members to the Spring Schedule, 1989 in the packet of information. On page 7 there was a special advertisement for the Business Training Center and Dr. Carter explained all the offerings that would be offered this spring.

After refreshments, a question and answer period, and fellowship, the meeting adjourned at 5:30 p.m.

Respectfully submitted,

Lillian Davis, Secretary
Academic Affairs

SALEM
Community College
460 HOLLYWOOD AVENUE
CARNEY'S POINT, NEW JERSEY 08069-2799
609 299-2100

February 24, 1989

Ms. Penelope C. Goode
Supervisor, Secretarial Services
E. I. Du Pont De Nemours & Co. (Inc.)
Employee Relations Department
213 Greenhill Avenue
Post Office Box 80730
Wilmington, DE 19880-0730

Dear Penny:

I enjoyed meeting with you on Thursday, February 23, 1989 and discussing a customized course for students in the secretarial externship program with your company. I agree that some of the competencies we teach could be customized to DuPont's specifications and taught at your faclity by your trainers.

We reviewed two courses currently offered at Salem Community College, Office Procedures and Office Practice, and identified those competencies required by entry level secretaries as well as those competencies that you would prefer to cover. These are listed on the attached sheet.

We also discussed the possibility of offering this course in the first semester of the externship with students starting in mid-August and beginning the course at your training facility. In this way, students would be familiar with DuPont policies, procedures and formats at the beginning of their program. Salem Community College could address the remaining competencies in the Business Training Center during the fall semester.

Please review the attached proposed course and let me know it it captures our discussions and whether you wish to have this course and the timelines we discussed incorporated in our agreement for 1989-1990.

Sincerely,

CC: Acting Dean Haas
M. Thomas-Brumme
S. Bernstein

## The Business Training Center

The Business Training Center at Salem Community College offers you the opportunity to acquire new office skills for today's rapidly changing business and office environments. The center can help you become computer literate, develop, refine and update office skills that are needed to enter the competitive job market and plan for career advancement.

## Program Offerings

Business and office technology faculty along with instructional facilitators provide individualized instruction in business and office skills, including word processing, office procedures, business communication, typing and shorthand. In addition, programs are offered in office management, supervisory skills, computer literacy and time management.

## Self-Paced Learning

Students proceed at their own pace through programs specifically tailored to meet their individual needs. In addition, the center provides students with print, audio and audiovisual support materials as well as computer-based instruction.

## Customized Programs

The Business Training Center works with area employers to provide customized training programs for individuals as well as employee groups. The customized training can be delivered on site or at the center. The center also develops programs for government agencies striving to educate targeted populations.

## Career Opportunities

The college's Business Training Center can help you acquire either entry-level or advanced business and office skills. It can also help you update your skills and become more competitive in today's job market. In addition, the center staff will help you plan your personal employment search.



## About the College

Salem Community College, located in Carney's Point, NJ, is a small two-year college that grants associate's degrees and program certificates. The college is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The college and its programs also are approved by the New Jersey Department of Higher Education. In addition, students may transfer course credits to other two-year and four-year colleges and universities.

Salem Community College places a strong emphasis on educational outreach and maintains an open admissions policy. It is committed to providing quality liberal arts, career and technical programs as well as the academic support and student services that students need.

Salem Community College is proud to provide a broad range of learning experiences at a reasonable cost to meet the needs of a diverse population with varying interests, abilities and learning experiences.

## Financial Aid

Financial aid is available to eligible students who, without aid, would be unable to attend college.

Three types of financial assistance are available: gift aid (grants and scholarships), loans and employment. Financial aid may be offered from one source or a combination of sources.

To see if you qualify for financial assistance, make an appointment with a financial aid counselor. All records and conversations between aid applicants, their families and financial aid staff are kept confidential.

## Equal Opportunity/Affirmative Action

Salem Community College is an equal opportunity, affirmative action institution. The Board of Trustees has adopted policies which support affirmative action and equal opportunity and which forbid sexual harassment. In addition, access to buildings and equipment is provided for handicapped individuals. Questions or complaints should be brought to the attention of the college affirmative action officer.

# Campus Location

The campus is located about five minutes from the Delaware Memorial Bridge in Carney's Point, New Jersey.

**Directions to Salem Community College**

**From the North:**
A. Take the New Jersey Turnpike to exit 1. Turn right at the first exit after the toll. Turn right at the first traffic light. Turn left at the first road (approximately 1 mile).
B. Take Route 295 to the Penns Grove-Woodstown exit. Bear right toward Penns Grove. Turn left at the first crossroad. Turn right at the stop sign (approximately 2 miles).

**From the East:**
Take Route 40 to the first traffic light in Deepwater (Howard Johnson's is on the right). Turn right. Turn left at the first road (approximately 1 mile).

**From the West:**
From the Delaware Memorial Bridge, take the second exit to Route 49 North. Go straight until the Salem Community College sign (near a golf course) and turn right. Turn left at the stop sign. The college is on the left.

**For More Information,** please call the Admissions Office at (609) 299-2100, ext. 209.

SALEM
Community College

460 Hollywood Avenue
Carney's Point, NJ 08069

Appendix C

Included the following articles:

"College Gets $4,500 Training Grant", The Sampler, 9/28/88

Salem Community College advertisement, Today's sunbeam, 8/17/89

Announcement for the opening of the Business Training Center, Today's Sunbeam, 1/31/89

Advertisement for The Job Search Workshop, Today's Sunbeam, 7/2/89

"Programming Contest open to students", The Sampler, 3/8/89

"Listening In", Today's Sunbeam, 3/2/89

"Business Center Open House Slated", The Sampler, 2/15/89

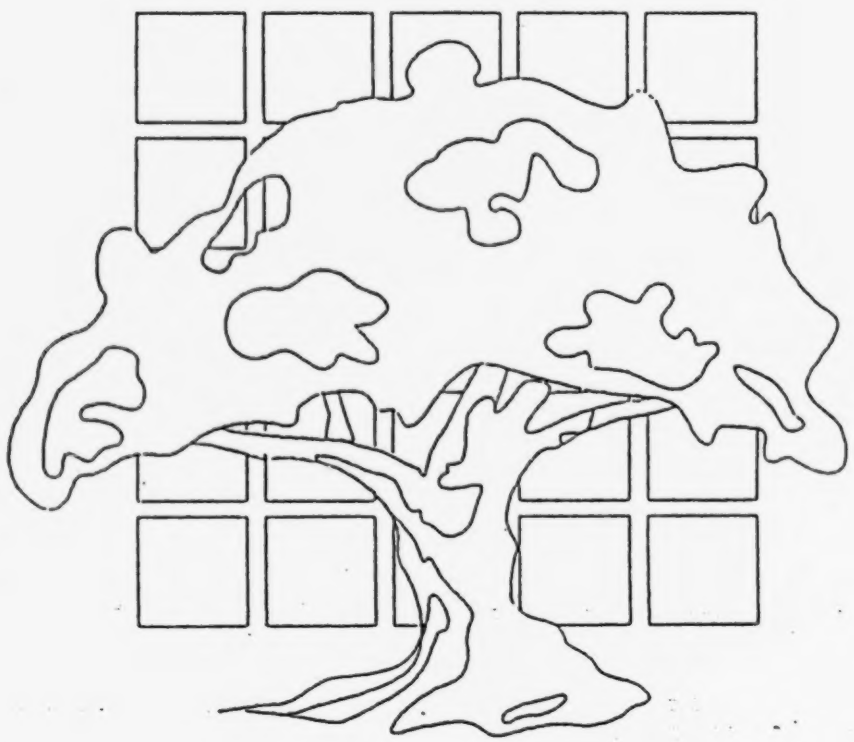
"SCC Training Center Open House Feb.13", Today's Sunbeam, 2/9/89

Appendix D

# THE BUSINESS TRAINING CENTER

PARTICIPANT SURVEY

MARCH, 1989



Salem Community College

460 Hollywood Avenue

Carney's Point NJ 08069

THE BUSINESS TRAINING CENTER
SALEM COMMUNITY COLLEGE SPRING, 1989 QUESTIONNAIRE

---

Please answer all questions by checking the appropriate answer or filling in the blanks.

GENERAL INFORMATION

Name_____

Sex: Male _____ Female _____

Age:

18 - 25 _____
26 - 30 _____
31 - 35 _____
36 - 40 _____
41 - 45 _____
46 - 50 _____
50 & over _____

Ethnic Origin:

_____ Caucasian/White
_____ African American/Black
_____ Hispanic
_____ Asian/Oriental
_____ American Indian
_____ Other (please specify) _____

High school graduate _____
GED _____
Non-graduate _____

---

ACADEMIC BACKGROUND

Major at SCC _____

Total credits completed _____

When you enrolled in college, were you planning to earn a degree _____, a certificate _____, or did you enter for personal enrichment _____?

Most students have reasons for attending college. What is your goal in college?

_____ to improve existing job skills
_____ to prepare for a new job
_____ to prepare to transfer
_____ for personal interest
_____ for personal growth/improvement
_____ unsure of reasons
_____ other (Please specify) _____

---

EMPLOYMENT INFORMATION

1. Are you currently employed? 1. Yes _____ No _____

2. If you are employed, how many hours do you work each week? 2. _____

3. Is the work you perform related to your program of study? 3. Yes _____ No _____

4. If you are already employed in your preferred job, will the Business Training Center improve your position (promotion, pay raise or such)? 4. Yes _____ No _____

5. Do you have a specific career in mind after college? 5. Yes _____ No _____

6. If yes, what field/career do you plan to enter? _____

BUSINESS TRAINING CENTER

7. Which course are you registered for in the Business Training Center?

_____

8. How often do you visit the Business Training Center? _____

9. How often do you meet with an instructional facilitator in the Business Training Center? _____

10. Have you encountered any problems in the Business Training Center?

_____

_____

11. Do you have any suggestions for improving the process in the Business Training Center? _____

_____

12. What is the most positive feature of the Business Training Center?

_____

_____

13. What is the least positive feature of the Business Training Center?

_____

_____

Please use the rest of this form to write any comments or suggestions about the Business Training Center.

Thank you for completing this questionnaire. The information will be helpful in our efforts to help students succeed in the Business Training Center and in our on-going evaluation of the Business Training Center. Results will be posted on the "BTC" Bulletin Board.

BUSINESS TRAINING CENTER FINAL REPORT

PARTICIPANT GENERAL SURVEY ANALYSIS

During March, 1989 a Participant Survey was mailed to 70 students registered in Business Training Center courses. There were 28 responses. Information regarding general demographics, academic background, employment information, and perceptions of the Business Training Center was solicited. Students were encouraged to offer comments or suggestions about the Business Training Center. The results are presented below:

**Sex of respondents:** Male 2 Female 26

**Age of respondents:**

| | |
|---|---|
| 18-25 | 14 |
| 26-30 | 6 |
| 31-35 | 2 |
| 36-40 | 4 |

**Ethnic Origin of respondents:**

| | |
|---|---|
| Caucasian/White | 20 |
| African American/Black | 8 |

**Education Level of respondents:**

| | |
|---|---|
| High School graduate | 16 |

**SCC declared major of respondents:**

| | |
|---|---|
| Enrichment | 4 |
| Word Processing | 18 |
| Executive Secretary | 6 |

**Total credits completed by respondents:**

| Students | Credits |
|---|---|
| 10 | 0 |
| 4 | 8-12 |
| 2 | 13-24 |
| 2 | 25-36 |
| 2 | 37-48 |
| 4 | 49-more |

**When you enrolled in college, were you planning to earn a**

| | |
|---|---|
| Degree | 14 |
| Certificate | 8 |
| Personal enrichment | 4 |

Most students have reasons for attending college. What is your goal in college?

| | |
|---|---|
| To improve existing job skills | 10 |
| To prepare for a new job | 9 |
| To prepare to transfer | 0 |
| For personal interest | 2 |
| For personal growth/improvement | 6 |
| Unsure of reasons | 0 |
| Other (please specify) | 0 |

Employment information of respondents:

Are you currently employed? Yes 14 No 4

How many hours do you work each week? No response

Is the work you perform related to your program of study

Yes 14 No 8

If you are already employed in your preferred job, will the Business Training Center improve your position (promotion, pay raise or such)?

Yes 10 No 6

Do you have a specific career in mind after college?

Yes 19 No 4

If yes, what field/career do you plan to enter

| | |
|---|---|
| Word Processing | 8 |
| Secretarial | 4 |

Business Training Center

Which courses are you registered for in the Business Training Center?

| | |
|---|---|
| Lotus | 1 |
| WordPerfect | 6 |
| Ed 290 | 4 |
| Shorthand | 3 |
| Office Practice | 8 |
| Typing II | 3 |
| Typing III | 3 |

How often do you visit the Business Training Center?

Hours a week: Average 3 hours a week (18 respondents)

Visits per week:

| | |
|---|---|
| Once a week | 6 |
| Two times a week | 4 |
| Three times a week | 4 |
| Five times a week | 8 |

How often do you meet with an instructional facilitator in the Business Training Center?

| | |
|---|---|
| Once a week | 14 |
| Twice a Week | 10 |

Have you encountered any problems in the Business Training Center?

Yes 2 No 20

Yes, but have been cleared up. (1)
Yes, facilitators are not always around when there are scheduled appointments. (1)

Do you have any suggestions for improving the process in the Business Training Center?

Yes 1 No 22

Yes, too much work. (1)

What is the most positive feature of the Business Training center?

Computer based modules.
The faculty.
Able to attend at different hours.
Have time to do the work.
Students can work independently.

What is the least positive feature of the Business Training Center?

Amount of work. (4)
Location of training modules.
More memorywriters (typewriters) needed. (2)
Need new typewriters. (4)

Appendix E

THE BUSINESS TRAINING CENTER

Salem Community College

Validation of Competencies: Secretarial

Your assistance is requested in determining the exact duties and tasks performed by secretaries. Please take a few minutes and complete the following pages. Please place an X in the appropriate column.

| Major Duties | Performed | Not Performed |
|---|---|---|
| Receptionist | X | |
| Mail | X | |
| Filing | X | |
| Planning and Organizing | X | |
| Clerical Activities | X | |
| Coordination and Performing Employer Activities | X | |
| Typing Activities | X | |
| Stenographic Activities | X (18) | X (7) |
| Financial Recordkeeping | X (10) | X (15) |

There may be other broad areas performed by secretaries. Please list those broad areas here.

25 respondents, December, 1988

Members of the advisory committee and their incumbent workers and Secretaries at Salem Community College

Each of the broad duty areas listed on the previous page has been broken down into tasks performed by secretaries. Please place a check in the appropriate column. Make any comments you think are pertinent.

| Duty: Receptionist | Performed | Not Performed |
|---|---|---|
| Greeting and processing visitors | X | |
| Receiving telephone calls | X | |
| Placing telephone calls | X | |
| Recording long distance telephone calls | X (10) | X (15) |
| Sending telegraphic communications | | X (25) |
| **Duty: Mail** | | |
| Process incoming mail | X | |
| Process outgoing mail | X | |
| Prepare packages for shipping | X | |
| Maintain mailing lists | X | |
| **Duty: Filing** | | |
| Establish an alphabetic filing system | X | |
| Establish a subject filing system | X | |
| Establish a numeric filing system | X (4) | X (20) |
| Classify materials for filing | X | |
| Prepare a cross-reference file | X | |
| Retrieve materials or information from files | X | |
| Search for lost materials in files | X | |

| | Performed | Not Performed |
|---|---|---|
| Keep classified or confidential file materials secure | X | |
| Transfer and discard files | X | |
| **Duty: Planning and Organizing** | | |
| Plan work for yourself | X | |
| Maintain policy and procedures manual | X (5) | X (20) |
| Maintain inventory of office supplies and equipment | X (18) | X (7) |
| Schedule maintenance of office equipment | X (12) | X (13) |
| Determine optimum process for the reproduction of printed materials | X (25) | |
| Plan the physical layout of the office | X (6) | X (19) |
| **Duty: Clerical Activities** | | |
| Compose routine documents | X | |
| Proofread typewritten copy | X | |
| Duplicate materials on copy machine | X | |
| Maintain a bulletin board | X | |
| Paste-up materials to be printed | X (8) | X (19) |
| Collate materials using an automatic collator | X | |
| Destroy documents using a shredder | X (20) | X (5) |
| Clean typewriter | X | |

| | Performed | Not Performed |
|---|---|---|
| **Duty: Coordinating and Performing Employer Activities** | | |
| Maintain employer's appointment calendar | X | |
| Make travel arrangements for employer | X | |
| Prepare employer's travel voucher | X | |
| Coordinate business and/or social functions | X | |
| Prepare employer's incoming mail for review | X | |
| Maintain employer's personal and confidential information | X | |
| Place a telephone call for your employer | X | |
| Send out greeting cards for your employer | | X |
| Process requisitions/ purchase orders | X | |
| Inspect materials received for completeness and damage | X | |
| Compile information for technical reports | X (15) | X (10) |
| Compose abstracts of articles and reports | | X |
| **Duty: Typing Activities** | | |
| Type correspondence | X | |
| Complete pre-printed forms | X | |
| Type from handwritten or rough draft copy | X | |
| Type reports | X | |
| Replicate materials | X | |

| | Performed | Not Performed |
|---|---|---|
| **Duty: Stenographic Activities** | | |
| Compose routine correspondence at the typewriter | X | |
| Dictate routine correspondence | X | |
| Transcribe from recorded media | X | |
| Take dictation directly at the typewriter | X | |
| Transcribe shorthand dictation | X (18) | X (7) |
| **Duty: Financial Recordkeeping** | | |
| Prepare checks and maintain checkbook balance | X(5) | X (20) |
| Reconcile cash count and receipts | X (1) | X (21) |
| Prepare and make bank deposits | X (10) | X (15) |
| Reconcile bank statements | X (5) | X (20) |
| Issue receipts | X (9) | X (16) |
| Make general journal entries | X (5) | X (20) |
| Post general journal entries to appropriate ledgers | X (5) | X (20) |
| Prepare income and expense statements | | X |
| Maintain petty cash fund | X (10) | X (15) |
| Process vouchers for payment | X (16) | X (9) |
| Prepare payroll records and paychecks | X (5) | X (20) |

There may be other tasks performed by secretaries. Please list those tasks here.

Completed by:

Name: _____

Company: _____

Position Title: _____

Appendix F

| Course | Description | Section | Code | Module Title |
|---|---|---|---|---|
| Pre-Course Competencies | Affective Skills | Human Relations Skills | H/R-01 | Understanding Human Relations |
| | | | H/R-02 | Human Relations and Self-Understanding |
| | | | H/R-03 | Human Relations With Co-Worke |
| | | | H/R-04 | Expressing Yourself (Video) |
| | | | H/R-05 | Listening to Others (Video) |
| | | | H/R-06 | Dealing With Stress |
| | | | H/R-07 | making Your Voice Heard |
| | Overview | Overview | O-01 | The Electronic Office (Video) |
| | | | O-02 | Telephine Skills |
| | | | O-03 | Working Partners (Video) |
| Sec 102 | Typewriting II | Typewriting | TWII | Typewriting II |
| Sec 201 | Typewriting III | Typewriting | TWIII01 | Typewriting III Module 1 |
| | | | TWIII02 | Typewriting III Module 2 |
| | | | TWIII03 | Typewriting III Module 3 |
| | | | TWIII04 | Typewriting III Module 4 |
| | | | TWIII05 | Typewriting III Module 5 |
| | | | TWIII06 | Typewriting III Module 6 |
| | | | TWIII07 | Typewriting III Module 7 |
| | | | TWIII08 | Typewriting III Module 8 |
| Sec 231 | Office Procedures | Clerical Activities | C/A-01 | Duplicate Materials on Copy Machine |
| | | | C/A-02 | Maintain A Bulletin Board |
| | | | C/A-03 | Paste Up Materials To Be Printed |
| | | | C/A-04 | Collate Materials Using Automatic Collater |
| | | | C/A-05 | Destroy Documents Using Shredder |
| | | Coordinating/ Performing Emp. Activities | C/P-01 | Place Phone Call For Employer |
| | | Filing | F-01 | Establish and Alphabetic Filing System |
| | | | F-02 | Establish a Subject Filing System |
| | | | F-03 | Establish A Numeric Filing System |
| | | | F-04 | Classify Materials For Filing |
| | | | F-05 | Prepare a Cross-Reference Fil |
| | | | F-06 | Retreive Materials/Info. from Files |
| | | | F-07 | Search For Lost Materials In Files |
| | | | F-08 | Keep Classified/Confidential Files Secure |
| | | | F-09 | Transfer and Discard Files |
| | | Mail | M-01 | Process Incoming Mail |
| | | | M-02 | Process Outgoing Mail (Exc. Packages) |
| | | Planning and Organizing | P/O-01 | Plan Work For Yourself |
| | | Receptionist | R-01 | Greeting And Processing Visitors |
| | | | R-02 | Receiving Phone Calls |
| | | | R-03 | Placing Phone Calls |
| | | | R-04 | Recording Long Distance Phone Calls |
| | | | R-05 | Sending Telegraphic Comm. |

| Course | Description | Section | Code | Module Title |
|---|---|---|---|---|
| | | Typing Activities | T/A-01 | Replicate Materials Using Various Processes |
| Sec 232 | Office Practice | Apply For a Job | A-01 | Prepare a Resume |
| | | | A-02 | Prepare Letter of Application |
| | | | A-03 | Complete An Employment App. |
| | | | A-04 | Prepare a Followup Letter |
| | | Clerical Activites | C/A-01 | Compose Routine Correspondence |
| | | Coordinating/ | C/P-01 | Maintain Emp. Appt. Calendar |
| | | Performing Emp. | C/P-01 | Make Travel Appts. For Emp. |
| | | Activities | C/P-03 | Prepare Emp. Travel Voucher |
| | | | C/P-04 | Coordinate Business/Social Functions |
| | | | C/P-05 | Prepare Emp. Incoming Mail For Review |
| | | | C/P-06 | Sign Outgoing Mail When Appropriate |
| | | | C/P-07 | Maintain Emp. Personal/ Confidential Info. |
| | | | C/P-08 | Send OUt Emp. Greeting Cards |
| | | | C/P-09 | Inspect Matls. Recv'd For Completeness/Damage |
| | | | C/P-10 | Compile Info For Tech. Reports |
| | | | C/P-11 | Compose Absts. of Articles And Reports |
| | | Financial Recordkeeping | F/R-01 | Prepare Checks and Maintain Checkbook Balance |
| | | | F/R-02 | Prepare And Make Bank Dep. |
| | | | F/R-03 | Reconcile Bank Statements |
| | | | F/R-04 | Issue Receipts |
| | | | F/R-05 | Maintain Petty Cash Fund |
| | | | F/R-06 | Process Vouchers For Payment |
| | | | F/R-07 | Prepare Payroll Records And Paychecks |
| | | Mail | M-01 | Process Packages For Shipping |
| | | | M-02 | Prepare Packages For Shipping |
| | | Planning and Organizing | P/O-01 | Maintain Inventory of Office Supplies/Equipment |
| | | | P/O-02 | Sched. Maintenance of Office Equipment |
| | | | P/O-03 | Plan For A Physical Layout Of The Office |
| | | Stenographic Activities | S/A-01 | Compose Routine Docs. At Typewritier |
| | | | S/A-02 | Dictate Routine Corresp. |
| | | | S/A-03 | Take Dictation Directly at Typewriter |
| Sec 251 | Shorthand III | Shorthand | SHIIIEX | Shorthand III Executive |
| | | | SHIIILEG | Shorthand III Legal |
| | | | SHIIIMED | Shorthand III Medical |
| Sec 226 | Transcription Terminology | Transcription | TT | Transcription Terminology |

Appendix G

# BUSINESS TRAINING CENTER RESOURCES

## Software

Word Perfect 1123 - Bookstore
Network Version of 5.0 - Wordperfect Corporation-Educ. Sales
Network Utility - NPS Computers
Update from dBASE III Plus to dBASE IV - Ashton-Tate

## Audio/Video Tapes

Cassette Tapes to Accompany Transcription Skills for Business - John Wiley & Sons, Inc.
Computerized Record Keeping and Bookkeeping Diskette - Eastern Region Customer Service Center
ISBN Software - Eastern Region Customer Service Center
Audiocassettes ISBN - Eastern Region Customer Service Center
Videocassette, The Electronic Office - Gregg-McGraw Hill
Videocassette, Working Partners - Gregg-McGraw Hill
Videocassette, Telephone Skills - Gregg-McGraw Hill
Videotapes - Listening to Others - Films for the Humanities
Videotapes - Expressing Yourself - Films for the Humanities
Videotapes - Problem Solving - Films for the Humanities
Videotapes - Dealing with Stress - Films for the Humanities
Videotapes - Making Your Voice Heard - Films for the Humanities
Videotapes - Charting a Career Course - Films for the Humanities
MS-DOS Course - Fliptrack Learning Systems
LOTUS 1-2-3 Course - Fliptrack Learning Systems
dBASE IV Course - Fliptrack Learning Systems
Wordperfect/5 Course - Fliptrack Learning Systems
Intro. to Design Course - Fliptrack Learning Systems
Pagemaker/PC Course - Fliptrack Learning Systems
Wordperfect 4.2 Quick Course - Traveling Software, Inc.
Wordperfect 5 Quick Course - Traveling Software, Inc.
PC-DOS Version 3.3 - IBM Direct Order Center

## Books

Aldus Guide to Basic - Aldus Corporation
User Technical Manuals - Wordperfect Corporation-Educ. Sales
How to Teach Adults in 1 hour - Learning Resources Network
Pricing Seminars and Conferences - Learning Resources Network
Official Dictionary of Class Programming - Learning Resources Network
Marketing Non-Credit to Bus/Industry - Learning Resources Network
Computer Selection - Learning Resources Network
Skills for the Changing Workplace - National Center for Research in Vocational Education
Transcription Skills for Business - John Wiley & Sons, Inc.
Instructor's Resource Manual - Johl Wiley & Sons, Inc.

Computerized Record Keeping and Bookkeeping text-workbook - Eastern Region Customer Service Center
Computerized Record Keeping and Bookkeeping Teachers Manual - Eastern Region Customer Service Center
Secretarial Occupations V-Techs Guide - Curriculum Publications Clearinghouse
Microcomputer Keyboarding - Eastern Region Customer Service
Instructor Manual for Z01801 - Eastern Region Customer Service
Alphabetic Indexing Rules - Eastern Region Customer Service
Instructors Manual - Eastern Region Customer Service
Wordperfect: A Practical Approach - Eastern Region Customer Service
Machine Transcription, Dictation and Proofreading - Eastern Region Customer Service
Instructors Manual - Eastern Region Customer Service
Developing Proofreading Skill - Gregg-McGraw Hill
Instructors Manual and Key - Gregg-McGraw Hill
Keyboarding for the Physically Handicapped - Gregg-McGraw Hill
College Typewriting, Self-Paced Activities, An Individualized Approach - Eastern Region Customer Service Center
Displaywrite 4 - Eastern Region Customer Service Center
Instructors Manual - Eastern Region Customer Service Center
Multimate Advantage - Eastern Region Customer Service Center
Instructors Manual - Eastern Region Customer Service Center
Hub of Wheel Workbook - Films for the Humanities
100 One-Color Brochures - Proforma
500 Two-Color Brochures - Proforma
Learning to use the disk operating system - Southern Computer Systems

<u>Miscellaneous</u>

Associated User Licenses - Wordperfect Corporation-Educ. Sales
Business Address Stamp - Yorkship Business Supply
IMB-PC Site License - Gregg-McGraw Hill
Pocket-size Electronic Timer/Stopwatch - Highsmith Co.
Typewriter (IBMWW30) - Hilyard's Inc.
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Typewriter (IBMWW30) - Hilyard's Inc.
Typewriter (IBMWW30) - Hilyard's Inc.
Typewriter (IBMWW30) - Hilyard's Inc.
HP Laser Jet Series II - Guckes Brother
2 MB Memory Update - Guckes Brother
8530/002 IBM PS/2 Model 30 - IBM Direct Order Center
8513/001 IBM PS/2 Color Display - IBM Direct Order Center
5001 8087 Math Co-Processor - IBM Direct Order Center
8770 Mouse - IBM Direct Order Center
#26-2808 DMP 440 - Tandy/Radio Shack Computer Center
#25-1158 - Custom Font/PC Compatibles - Tandy/Radio Shack Computer Center
#26-547 DMP 440 Dustcover - Tandy/Radio Shack Computer Center
TSP 1 Year Service Plan - Tandy/Radio Shack Computer Center

Panasonic AG-500R - JSP Assoc.
Maxwell T 120 PI (10) - JSP Assoc.
Stereo Headset - JSP Assoc.
Sharp QA-50 - JSP Assoc.
Adapter Cord for PS2 - JSP Assoc.
Advanced Network - MC Systems
Tiarra, 8 Bit Ethernet, 10 Megabit - MC Systems
Boot Proms - MC Systems
Terminators - MC Systems
T Connectors - MC Systems
Spool R662/58 Coaxial Cable - MC Systems
2 CPU 373 Systems - AT&T
1 HP Laser Jet Serie II - Commex International
1 2 MB Memory Upgrade - Commex International
HP Ser II Laser Jet Printer - Guckes Brothers
HP 2M Byte Memory Board - Guckes Brothers
Bell & Howard Overhead Projector 3890 - JSP Assoc.
EYB Lamps - JSP Assoc.
Business Training Folders - Proforma
Catering Service - Rose Harrop
Dual Crimp Connector Plugs - Active Electronics
CO-AX Hex Crimpers - Active Electronics
Fuse Holders - Active Electronics
Tiarra Ethernet Boot Prom - NPS Computer
Wheelwriter 6 typewriters, IBM - Delaware Office Equipment
Adapter, printer option cable - Delaware Office Equipment
Starter Kits - Delaware Office Eqiupment
20 LOK-KIT 3B Locking Security Kit for IMB PS-2 Model 30 - Guckes Brothers
Tuition, registration, application and college fees for participants in ED 290 - Salem Community College
2 B11B-34687 Pocket Size Electronic Timer/Stop Watch - The Highsmith Company, Inc.
#26-2808 DMP 440 - Tandy/Radio Shack Computer Center
#26-2820 Printer Selector 2 Interface - Tandy/Radio Shack
#25-1158 Custom Font/PC Compatibles - Tandy/Radio Shack
#26-223 12' IBM Compatible PRN Cable - Tandy/Radio Shack
#26-4401 6' IBM Compatible PRN Cable - Tandy/Radio Shack
#26-547 DNP 440 Dustcover - Tandy/Radio Shack
#26-1381 3-1/2" Disk Storage Box - Tandy/Radio Shack
#26-1362 5-1/4" Disk Storage Box - Tandy/Radio Shack
TSP 1 Year Service Plan - Tandy/Radio Shack
100 Business Training Folders - Proforma
Dual Adapter With Signal Booster for Sharp QA 50 - JSP Assoc.
Signal Booster for Video Tape Duplicating - JSP Assoc.

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